

Adulthood Preparation Subjects

The delivery of Adulthood Preparation Subjects (APS) is a grant requirement. The APS selected for this grant solicitation are:

- Healthy Relationships
- Financial Literacy
- Healthy Life Skills
- Educational and Career Success

Applicants can elect to implement all four (4) APS and/or substitute the **financial literacy** topic for **educational and career success** when an applicant is delivering services to high school aged youth.

The National Campaign to Prevent Teen and Unplanned Pregnancy’s Adulthood Preparation Brief from 2010, identified the APS topics that are addressed in the selected curricula and those needing integration. The table below indicates those adulthood topics that the National Campaign states are already covered in the curricula. As part of the RFGA process, applicants are required to assess and demonstrate the APS content addressed in the curricula they choose, based on the list below.

Adulthood Preparation Topics in Evidence-Based Teen Pregnancy Prevention Programs				
<i>“X” indicates those adulthood preparation topics already covered in the curricula</i>				
Curricula	Healthy Relationships	Financial Literacy	Educational & Career Success	Healthy Life Skills
Be Proud! Be Responsible!	X			
Be Proud! Be Responsible! Be Protective!	X			
Becoming a Responsible Teen	X			X
¡Cúdate!	X			X
Making Proud Choices	X			
Promoting Health Among Teens- Comprehensive Abstinence & Safer Sex Intervention	X			X
Reducing the Risk	X			X
Teen Outreach Program®	X		X	X

To cover APS not incorporated in curricula, applicants will need to submit a lesson plan to cover a **forty-five (45) minute** class period (see Attachment B – Request for Grant Narrative Responses). Several curricula that can be used to cover the adulthood preparation subjects have been identified in the chart below. These curricula are designed to prepare adolescents for transitioning into young adulthood.

Though BWCH is recommending the use of these adulthood preparation curricula, applicants have the option to integrate other curricula.

Curricula for Adulthood Preparation Subjects	
APS Topic	Curricula
Financial Literacy	Preparing Adolescents for Young Adulthood (PAYA) Program <i>Module I - Money, Home, and Food Management</i>
	University of Illinois Extension <i>Welcome to the Real World</i>
	National 4-H Council <i>Consumer Savvy</i>
	National 4-H Council <i>My Financial Future</i>
	National Endowment for Financial Education (NEFE) <i>High School Financial Planning Program</i>
Healthy Life Skills	Preparing Adolescents for Young Adulthood (PAYA) <i>Module II - Personal Care, Health, Social Skills, and Safety – covers such as communication, decision-making, interpersonal skills, and goal-setting</i>
Educational and Career Success	Preparing Adolescents for Young Adulthood (PAYA) <i>Module III - Education, Job Seeking Skills, and Job Maintenance Skills</i>
	University of Illinois Extension <i>Welcome to the Real World</i>

Following are the resources the federal funder has provided on each Adulthood Preparation Subject. Each section includes tips, resources, and additional information to assist with the implementation of APS.

Healthy Relationships

Many existing school or community based programs designed to prevent pregnancy and STI (including HIV) for youth focus on general sexual behaviors (e.g., delay sex, use condoms and other protection), but typically do so outside the context of adolescent relationships. Since most teenagers have their first sexual encounters within the context of dating relationships, it is important to teach youth how to build and navigate healthy relationships and end unhealthy ones.¹ Programs that include a relationship component typically focus on what to avoid in relationships, but seldom include instruction on the skills needed to form healthy relationships. Without a clear understanding of what makes a relationship healthy and when and how to seek help if they are in unhealthy relationships, youth may stay in relationships that put them at emotional and physical risk. Lessons learned about healthy and unhealthy relationships have implications that can impact young people's life-long physical and emotional health and well-being.

Definition

Relationships are interactions between people that are ongoing, voluntary, and mutually acknowledged. Healthy relationships are those relationships that are based on trust, honesty, and respect. Romantic relationships involve a unique dimension that is marked by affection, which is oftentimes physical and may or may not involve sex.² Factors associated with healthy and unhealthy relationships include³:

Healthy	Unhealthy
Trust	Cheating
Honesty	Dishonesty
Support	Controlling
Open and honest communication	Older partner
Flexibility	Jealousy
Fun	Emotional and/or physical abuse
Enjoyment	Selfishness
Respect	Over-dependency
Equality	Relationship revolves only around sex
Limit setting	Disrespect

What are some examples of activities related to Healthy Relationships?

Relationship development is a promising avenue for preventing sexual risk taking, pregnancy, and STIs (including HIV), but it is a fairly new approach with limited data to support its effectiveness. However, it is important for programs to focus on relationship building activities other than having sex, and to help youth identify factors that may contribute to risk behaviors. Some examples of potential topics to encourage the development of health relationships are:

- Information about gender-based stereotypes (including sexual double standards)
- How to show caring and affection without having sex
- Conflict management skills
- Parent-child communication

¹ Manning, W.D., et al (2000) The relationship context of contraceptive use at first intercourse *Family Planning Perspectives* 32: 104-110.

² Collins, W. A. (2003) More than myth: The developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence*, 13(1): 1-24.

³ Centers for Disease Control and Prevention, "Healthy and Unhealthy Relationships," Atlanta, GA: Centers for Disease Control and Prevention. http://www.cdc.gov/chooserespect/understanding_dating_violence/healthy_vs_unhealthy_relationships.html.

- Communication skills
- Limit setting, and navigating different limits in relationships
- Skills to develop healthy relationships
- Identifying unhealthy relationships
- Skills to safely end unhealthy relationships

Tips on incorporating Healthy Relationship Activities

- Involve parents in the conversation about building healthy relationships so young people are aware of the values their parents wish to convey to them about healthy relationships.
- Utilize interactive formats for program activities.
- Use booster sessions to continue to support healthy relationship messages that are developmentally appropriate.
- Include families, health care workers, media, and community based organizations (CBOs) that serve youth to reinforce messages about healthy relationships.
- Incorporate peer education into programs – peers are an important influence in shaping adolescent attitudes.
- Be inclusive by considering developmental level, culture, sexual orientation, and prior dating experience.

Online Resources

- The Dibble Institute <http://www.buildingrelationships.org/>
- Planned Parenthood <http://www.plannedparenthood.org/health-topics/relationships/your-relationship-good-you-19922.htm>
- Scarleteen http://www.scarleteen.com/article/boyfriend/does_your_relationship_need_a_checkup
- Sexuality Information and Education Council of the United States (SIECUS) SexEd Library <http://www.sexedlibrary.org/index.cfm?pageId=724>
- Stayteen.org <http://www.stayteen.org/article/unhealthy-relationships-seeing-past-stereotypes>
- Teensource.org <http://teensource.org/pages/relationships-communication/healthy-vs-unhealthy-relationships.html>

Tribal Resources

- Native Wellness Institute: Healthy Relationships Program: <http://www.nativewellness.com/services/relationships.html>
- The SAIF Project: Building Healthy Relationships Training: <http://www.uaii.org/saif%20project%20broure.pdf>
- Brief: *Science Says #39 American Indian/Alaska Native Youth and Teen Pregnancy Prevention*: http://www.thenationalcampaign.org/resources/pdf/SS/SS39_NativeAmericans.pdf
 - Research brief that highlights potential programs that include components on building healthy relationships

Financial Literacy

While there are a number of financial education programs available for teens, few of them have been rigorously evaluated. Financial education programs vary widely in terms of the program setting, the program intensity, and the duration of the program. Educational materials also vary, ranging from brief brochures to more intensive computer-based educational games.

Definition

Financial education is the term used to capture efforts to improve financial literacy, and generally includes those programs that seek to improve knowledge, attitudes, and behavior related to personal finance. While experts do not agree on a uniform definition of the term financial literacy, in general, the term implies a level of basic knowledge or competence about financial concepts such as the ability to balance a checkbook, manage a credit card, prepare a budget, take out a loan, and buy insurance.^{4,5}

What are some examples of activities related to Financial Literacy?

The United State Treasury Office of Financial Education has identified the following eight elements of successful financial education programs.⁶

Components	Elements
Content	1.Focus on basic savings, credit management, home ownership and/or retirement planning 2.Tailor to the target audience, taking into account language, culture, age and experience
Delivery	3.Offer a program through a local distribution channel that makes effective use of community resources and contacts 4.Follow up with participants to reinforce the message and ensure that participants are able to apply the skills taught
Impact	5.Establish specific program goals and uses performance measures to track progress toward meeting those goals 6.Demonstrate a positive impact on participants' attitudes, knowledge or behavior through testing, surveys or other objective evaluation.
Sustainability	7.Utilize a model that can be easily replicated on a local, regional or national basis so as to have broad impact and sustainability 8.Utilize a model that is built to last as evidenced by factors such as continuing financial support, legislative backing or integration into an established course of instruction

Tips on incorporating Financial Literacy Activities

- Incorporate an effective financial literacy program at the beginning or end of other evidence-based programs so as not to interfere with the core components of the evidence-based program.

⁴ Ferrari, T.M. (2007) *Review of Literature in Support of the Real Money, Real World Statewide Evaluation*. Ohio: The Ohio State University Extension.

⁵ McCormick, M.H. (2008) *The Effectiveness of Youth Financial Education: A Review of the Literature*. Washington, DC: The New American Foundation.

⁶ US Department of Treasury (2004) *Treasury Launches Financial Education Newsletter and Outlines Elements of a Successful Financial Education Program*. Washington, DC: US Department of Treasury.
<http://www.treasury.gov/press-center/press-releases/Pages/js1111.aspx>.

- Review the list of available resources on financial literacy and offer a session to explore those resources with participating youth.
- Partner with an organization in the community implementing a financial literacy program and develop a strategy for offering this program to PREP youth.
- Ensure financial literacy programs demonstrate relevance to participating students in order to engage and motivate them.
- Financial literacy components should give students skills beyond handling cash, and should be designed to provide information on and increase awareness of the relationship between money, work, investments, credit cards, bill payment, retirement planning, taxes, and more.

Online Resources

- Jump\$tart Coalition for Personal Financial Literacy <http://jumpstart.org/>
- Institute for Financial Literacy <http://www.financiallit.org/>
- National Endowment for Financial Education www.nefe.org
- United States Financial Literacy and Education Commission www.mymoney.gov
 - Going to College: <http://www.mymoney.gov/category/topic1/going-college.html>)
 - Youth Focus: <http://www.mymoney.gov/category/topic1/youth.html>
- Treasury DirectKIDS <http://www.treasurydirect.gov/kids/kids.htm>
- Money Management for Teens <http://www.fdic.gov/consumers/consumer/news/cnsum06/index.html>
- Junior Achievement (JA) <http://www.ja.org/programs/programs.shtml>

Tribal Resources

- [First Nations Development Institute](http://www.firstnations.org/): <http://www.firstnations.org/>
 - *Building Native Communities: Financial Skills for Families Training Curriculum*
 - Culturally appropriate guide to financial education in Native communities.
 - *Student Workbook and Instructor's Resource and Training Guide*:
<http://www.firstnations.org/KnowledgeCenter/FinancialEducation/BuildingNativeCommunities>
 - Train-the-trainer workshops offered several times a year. Sign up for e-mail alerts at:
http://org2.democracyinaction.org/o/5855/p/salsa/web/common/public/signup?signup_page_KEY=6349
 - Online Financial Education Curriculum for Native Youth
 - Create an account and access the curriculum at <http://www.investnativeonline.org>
 - Financial Empowerment Curriculum:
<http://www.firstnations.org/KnowledgeCenter/FinancialEducation/BuildingNativeCommunities>
 - Fee-for-service Workshops for Tribal Programs
 - Training for youth on setting up a financial education program. Contact: sdeweese@firstnations.org.

Educational and Career Success

A wide variety of programs exist that are designed to improve educational attainment for teens in the United States. Programs that focus on career success tend to focus on improving such measures as increasing job placement, increasing wages, and decreasing dependence on public assistance. While some of these programs, particularly those focused on career success, might seem more applicable for older youth, research has found that targeting educational and career focused programs to younger teens (i.e. under age 18) can be particularly effective in improving young peoples' success in both areas.⁷

Definition

Education and career success programs focus on developing such skills as employment preparation, job seeking, independent living, financial self-sufficiency, and work-place productivity. These programs generally seek to improve academic performance, increase school attendance, increase school engagement and/or increase school completion.

What are some examples of activities related to Educational and Career Success?

Research suggests the following activities effectively improve educational and career success.^{8,9}

Types of activities	Concepts
Mentorship	In general youth, involved in a mentoring program are matched to a caring, responsible adult who has agreed to serve in the role of mentor, and provide guidance to the youth over a certain period of time. The adult mentor is usually not related to the youth that they are working with and are connected to the youth through a community-, school-, or faith-based program.
Case Management	Case management is generally conducted by a trained professional who serves as the case manager for the youth and, based on an assessment of the youth's strengths and needs, helps provide coordinated services and ongoing support and guidance. Progress toward particular outcomes is generally tracked over time.
Academic support and/or homework help	Programs provide specific time to work on homework and address academic issues. These programs might also incorporate a one-on-one tutoring component for youth to provide individualized assistance to help meet their academic needs.
Activities focused on building skills related to academic and employment success	Address helping youth determine how to make better decisions about their academic choices such as completing high school, obtaining a GED, or vocational and/or trade school. Focus on improving employment outcomes by providing basic job skills for high demand jobs such as word processing.
Transition Planning for Teens with Individualized Education	Teens with special needs, including those with individualized education plans, are eligible to receive transition planning which

⁷ Hadley, A.M., and Hair, E.C. (2010) What Works for Older Youth During the Transition to Adulthood: Lessons from Experimental Evaluations of Programs and Interventions, *Child Trends Fact Sheet 1*. Washington, DC: Child Trends.

⁸ Ibid.

⁹ Ling, T. (2008) What Works for Education: Lessons from Experimental Evaluations of Programs and Social Interventions to Enhance Educational Outcomes, *Child Trends Fact Sheet 1*. Washington, DC: Child Trends.

Plans	can help reduce their risk for poor outcomes such as incarceration and unemployment. Among the other general topics that are covered, transition planning could specifically cover the topics of job and vocational readiness.
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Tips on incorporating Educational and Career Success Activities

- Incorporate a mentoring component into the curriculum-based program
- Consider providing students time to complete homework
- Recruit supportive adults to provide onsite tutoring to participants to assist with homework
- Consider identifying a school or community partner engaged in educational and career success activities to incorporate these activities into curriculum-based program

Online Resources

- College Preparation <http://studentaid.ed.gov/PORTALSWebApp/students/english/checklist.jsp>
- Going to college <http://www.mymoney.gov/category/topic1/going-college.html>
- U.S. Department of Education Institute of Education Sciences, What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>
- Dropout Prevention <http://ies.ed.gov/ncee/wwc/reports/Topicarea.aspx?tid=06>
- HRSA MCHB Division of Services for Children with Special Health Needs (DSCSHCN) Resource Center http://www.syntiro.org/hrtw/tools/check_transition.html

Tribal Resources

- Handbooks: *Developing Your Vision While Attending College*:
http://www.collegefund.org/students_and_alumni/content/handbooks_and_guides#book
 - Co-published by the American Indian College Fund and The National Endowment for Financial Education (NEFE)
 - Developed to assist with decisions for applying to college, seeking financial aid and money management
 - Book One: "Making the Decision to Attend College"
 - Book Two: "Paying for A College Education"
 - Book Three: "Managing Your Money"
 - Book Four: "Choosing Your Path"
- American Indian College Fund comprehensive list of scholarships:
http://www.collegefund.org/students_and_alumni/content/scholarships
- Report: *Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education*:
http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059.pdf

Healthy Life Skills

Healthy Life Skills training can be effectively incorporated into a range of adolescent development programs from teen pregnancy to substance abuse to eating disorders to educational attainment. Research has found that healthy life skills are more readily adopted when complemented by a specifically targeted health outcome or behavior change.

Definition

The World Health Organization (WHO) defines life skills as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. Specific skills and everyday demands may vary throughout the course of adolescence and across different socio-cultural groups. Life skills include, but are not limited to, communication, decision-making, coping, self-management, goal-setting, and avoidance of unhealthy behaviors.

What are some examples of activities related to Healthy Life Skills?

Professionals have developed a variety of approaches to promoting healthy life skills for adolescents. The activities below have been utilized in a variety of settings with diverse youth populations.

Types of activities	Concepts
Self-Efficacy and Motivation	Self-efficacy and motivation play instrumental roles in goal-setting and the mastery of skills. The process of successfully attaining new life skills is enhanced when individuals can readily conceptualize themselves applying these skills with competence (i.e., self-efficacy). Teaching life skills can have negative effects if the individual fears failure or doubts that such skills are attainable or relevant. Programs should include encouraging and well-trained instructors, preferably peers from within the community, who employ participatory teaching/learning methods. Group discussion, behavior modeling by instructors, and activities to practice life skills can motivate and improve self-efficacy. Group discussion can have positive social influences in promoting a social norm of healthy attitudes, values, and behaviors.
Strengths-Based programming	The strengths-based approach is tied closely to the promotion of self-efficacy (above). It frames adolescents as sources of opportunity rather than problems to be managed. Instructors convey confidence in participants to master the skills and achieve positive health outcomes. Positive attitudes towards the value of these skills and the participants’ ability to effectively employ these skills increase the chance that the participants will adopt and retain them.
Interactive Learning/Apply Skills Outside of Classroom	Cognitive behavioral skills are introduced and reinforced with interactive learning/teaching and application of life skills outside of the classroom setting. Participatory methods, such as role-playing or skills rehearsal improve mental preparedness of students to employ these skills in real situations. Participatory

	methods speak to the effective balance of guiding and supporting, while still observing the individual's growing independence/autonomy. Participatory learning activities also foster individual self-perception and relationship-building within the group.
Community-involved approaches	An example of interactive community-involved learning is service and volunteer outreach. Interaction in the community sphere (i.e., outside of the classroom setting) also fosters connectivity with support systems that are sustained beyond the length of the program. Mentors, family members, teachers, and peers can serve as role models, improving outcome expectancy and self-efficacy. These bonds also function as sustainable healthy development resources beyond the time span of the program.
Age-appropriate skills-based programming	Adolescent development can span from age eight to age twenty-four. This wide time span is composed of multiple age groups and life experiences. Skills-based programming ought to be appropriately timed with respect to these shifting stages. For example, healthy relationships may be appropriately introduced throughout the span of adolescence, whereas educational goal-setting may be most appropriate in the high school years.

Tips on incorporating Healthy Life Skills Activities

- Incorporate self-efficacy, self-esteem, and self-determination concepts.
 - Program leaders must display positive attitudes and engage participants.
 - Group discussion and activities help promote healthy attitudes and values.
 - Exercises may include identifying individual strengths, goals, and sources of community pride.
- Utilize strengths-based approach.
 - Program curricula and facilitators should emphasize opportunities for growth and improvement rather than focusing on challenges.
 - Approach youth with compassion as sources of opportunity; emphasize positive opportunities.
- Provide youth opportunities to apply life skills to real-world scenarios.
 - Active/participatory learning program activities
 - Role-playing, skills rehearsal, group discussion, storytelling, case study analysis, and volunteer activities in the community wherein students can apply skills.
 - Skill rehearsal activities should also be relevant to the specific program purpose. For example, in adolescent sexual health programs, negotiation and interpersonal skills are of particular significance.
- Family members, teachers, and peers can serve as role models and continue to reinforce the skills learned after the program is finished.
 - Involvement with community or school organizations through the learning process establishes supportive connectivity that is sustained beyond the length of the program.
- Implement booster, or follow-up, programs.

- Booster sessions can address the wide span of adolescent development and improve the long-term assessment of programming. Follow-up programming curricula can also be altered to align with the progressing developmental stage of the group.
- “Refresher” courses, perhaps abridged versions of the original curricula, can be taught at 6-month or one-year intervals following the completion of the original program course.
- Strategize ways to maintain contact with youth after initial implementation and recruit them for booster sessions.
- Understand appropriate timing.
 - Life skills should be taught in anticipation of when they will be employed, but not so far in advance that they are not relevant.
- Monitor and evaluate programs.
 - Demonstrate the efficacy of the program.
 - Provides opportunity for continued quality improvement and fidelity monitoring.

Online Resources

- Botvin’s Lifeskills Training Program <http://www.lifeskillstraining.com/>
- Mental health and substance abuse prevention <http://www.reconnectingyouth.com;>
<http://www2.uni-jena.de/svw/devpsy/cads/projects/ipsy.pdf>
- Youth transitioning to adulthood <http://www.tipstars.org/>
- American Indian teens <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=81>
- World Health Organization http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

Tribal Resources

- *American Indian Life Skills Development Training Curriculum:* <http://uwpress.wisc.edu/books/0129.htm>
- *Canoe Journey: A Life Skills Manual for Native Americans:*
http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=7580&sitex=10020:22372:US
- Report: *Strengthening Indian Country through Tribal Youth Programs:*
<http://www.aypf.org/documents/TYPReportLongVersion.pdf>
- Indian Health Service (IHS) Suicide Prevention Website: <http://www.ihs.gov/nonmedicalprograms/nspn/>
 - Provides American Indian/Alaska Native communities with culturally appropriate information about best and promising practices and training opportunities on healthy life skills